

THE PHENOMENON OF COUNSELOR CAREER SATISFACTION IN VIEW FROM THE PERSPECTIVE OF DUAL FACTOR THEORY: SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

In the face of the substantial impact of the COVID-19 epidemic, Industry 4.0 has expedited innovation in several industries, including education. The objective of this study is to investigate the impact of intrinsic and extrinsic influences on the job satisfaction of counselors by applying Herzberg's dual factor theory. The employed methodology is a systematic literature review, encompassing the stages of identification, screening, eligibility, data abstraction, and analysis. This study examined scholarly papers published between 2019 and 2023, with a specific focus on school counselors and the field of guidance education. After applying rigorous inclusion and exclusion criteria, the selection procedure yielded 10 pertinent articles out of 378 discovered documents. The study findings suggest that motivating circumstances, such as professional recognition, achievement, and development possibilities, have a substantial impact on the job satisfaction of counselors. By contrast, job discontent and burnout are linked to hygienic variables such as an excessive workload and insufficient institutional assistance. The present study highlights the necessity of achieving a harmonious equilibrium between motivators and hygienic elements in order to enhance the psychological well-being and job satisfaction of counselors. The results of this study offer valuable perspectives for the formulation of policies and implementation of strategies that promote the well-being of counselors in educational environments.

Keywords: Career Satisfaction, Motivation, Hygiene

INTRODUCTION

Industry 4.0 refers to a period characterised by exponential technical advancements that greatly speed up innovation across multiple industries (Ghobakhloo, 2020). Industry 4.0 is commonly linked to the enhancement of more optimised and automated systems in comparison to earlier advancements, characterised by extensive automation components and complete control over current systems (Klingenberg, Borges, & Antunes Jr, 2021). The concept of "Industry 4.0" was introduced in 2017 by Klingenberg and Antunes, European scholars. Over the past three to five years, a multitude of advancements and novel technologies have emerged with the aim of enhancing the efficiency of business, industry, and education (Lv, Zhang, Georgescu, Li, & Zhang, 2022).

The global COVID-19 pandemic has had a significant impact on several industries worldwide, including the field of education (Odeh & Keshta, 2022). Prior to the epidemic, education was predominantly conducted via traditional in-person approaches within the confines of the classroom. Primary transmission of COVID-19 is facilitated by direct contact between students and teachers (Atwa et al., 2022). Therefore, it is necessary to make modifications in educational approaches to minimize the danger of transmission.

According to Moraes et al. (2023), further technological advancements have the capacity to greatly enhance the field of education. In view of the clear correlation between the advancement of Industry 4.0 and the significant success achieved in the education sector, it is crucial to establish specific mechanisms of adaptation to avoid the education system from lagging behind. It is imperative to execute this alteration to adequately address the educational requirements of the present generation, also known as "digital natives." The contemporary generation was brought up in an era characterized by rapid advancements in

digital technology, enabling them to easily adapt to new advances and understand the functioning of electronic devices and digital interfaces (Prensky, 2001).

A brief questionnaire was administered to thirteen guidance and counseling instructors hailing from different locations in Indonesia, including Padang, Agam, Solok, Padang Pariaman, Ranah Pesisir, Lubuk Basung, and Malang. Questions were posed about the anticipated use of different types of technology by teachers in the execution of their responsibilities. The poll findings indicated that there are residual challenges in the implementation of technology, including the insufficient capacity to incorporate technology into services, the necessity to enhance relevant skills, and the requirement for institutional support in the use of technology in guidance and counseling services.

The role of guidance and counseling is to provide direction and support to pupils in order to foster independence and facilitate successful living. For instance, by enhancing students' professional maturity, the provision of guidance and counseling facilitates the process of making more informed career choices. This approach can enhance the job satisfaction of guidance and counseling teachers, as suggested by Herzberg's motivation theory (Frederick Herzberg, Mausner, & Snyderman, 2010; Houser & Wigdor, 1967) which posits that success is not the sole determinant of achievement, but also influenced by the workplace conditions that elicit personal satisfaction.

Nevertheless, the observed phenomena indicates a lack of comprehensive understanding regarding the relationship between supervision and job satisfaction. Inadequate supervision can lead to anomalies in the supervisory process, particularly when supervisors in the guidance and counseling profession lack the necessary qualifications. Research has shown a direct relationship between self-actualization and both job

happiness and career success (L.-H. Chen, 2008; Clark et al., 2007; Gopinath, 2020).

Self-actualization can be regarded as an inherent expansion of the preexisting capacities inside an individual or organism (Navy, 2020). The phenomena pertaining to guidance and counseling teachers frequently exhibit an asymmetry in the assessment of professional satisfaction, both in comparison to other occupational domains and within the guidance and counseling profession itself (Clemens, Milsom, & Cashwell, 2009).

Suboptimal working circumstances can be the underlying cause of the shortage of human resources in the field of guidance and counselling (Guichard, 2013). In contrast, guidance and counseling instructors who experience job satisfaction are more likely to be an effective resource in assisting their pupils.

Various factors, including insufficient student motivation, implementation of discipline, effective time management, high workload expectations, unsatisfactory work conditions, and the uncertainty surrounding the guidance and counseling teacher profession, contribute to challenges in the sector (Aslrasouli & Vahid, 2014; Kemunto, Owaa, & Raburu, 2021).

The objective of this study is to investigate the correlation between different phenomena and issues of job discontent among teachers in the field of guidance and counseling. The present study will be examined through the lens of Herzberg's dual factor theory, aiming to identify potential avenues for future research aimed at addressing the challenges associated with suboptimal job satisfaction among guidance and counseling instructors.

METHODOLOGY

The method used in this research is systematic literature review. The systematic review is carried out in stages, starting with the identification stage, followed by the screening stage, the feasibility determination stage, and finally, the data abstraction and analysis stage, using inclusion and exclusion criteria (Page et al., 2021).

Table 1. Inclusion and Exclusion Criteria for Review

Kind	Inclusion	Exclusion
Time	From 2019 to 2023	Other times
Knowledge field	Social Sciences, and Psychology	Engineering, Medicine, Energy, and other fields of science
Kind of Publication	Scientific Articles, and Scientific Reviews	Another Kind
Source	Scientific Journals	Another resource
Publication Stage	Final	In Press
Language	Indonesia, English	Another resource
Access Status	Open access	Pay for Acces

Restrictions on the year of publication of scientific articles and types of publications in the form of scientific articles and scientific reviews are used to maintain the novelty of the relevance of the articles to be reviewed later, when relevant and up-to-date requirements have been applied, it can be said that a study is declared a good study (Amran et al., 2020). The source of publication is a scientific journal that has credibility in publication, with the stages of the manuscript that has been published (final), the language category of the article reviewed later is Indonesian, and *English*, although in the material to be reviewed later no articles with Indonesian, but because this manuscript is a manuscript that has an Indonesian base, the consideration of the language used includes Indonesian. Open access of manuscripts to be reviewed as a way to increase the rigor, validity, replication, and availability of research, and a shift towards open and transparent science (le Duc & Gammeltoft, 2023)

Database

The manuscript search to be reviewed was obtained from the database provided by SCOPUS, with the search format ("Career Satisfaction" OR "Job Satisfaction") AND ("School Counselor" OR "Guidance and Counseling Teacher" OR "Educational Counselor"), the data obtained with the previous phrase guidelines amounted to 874, identification process In order to make

selections on documents that meet the criteria carried out with the automatic classification feature provided by Scopus, the criteria applied to the data are in accordance with [Table 1.0](#), the articles used in this review are those published with a period of 5 years, starting from 2019, with *subject areas, social science, and psychology*. The types of *papers* categorized are *articles and reviews*, the publication stage is at the *final* level, sources are limited to *journals*, with *English*, because the automatic *tools* provided by Scopus are not identified in Indonesian, then outside of automatic categorization, the author enters the language category in the article is language Indonesian.

some of which discussed related to the medical field, human resources In the field of companies, instrument validation, natality, mental health conditions of nurses, company managers and others, which are not included in the review category. A total of 19 articles at the screening stage passed the report stage for review at this writing, as many as 5 articles were not included in the collection category. At stage 10 articles are included in the feasible category, 9 other articles are not feasible, on the grounds that the studies carried out in the articles are not related to counselors, as many as 5 articles. Articles that discuss counselors but with different phenomena as many as 2 articles, and 2 other articles focus on discussing students. A total of 10 articles were included in the discussion, and analyzed in this qualitative paper.

RESULT AND DISCUSSION

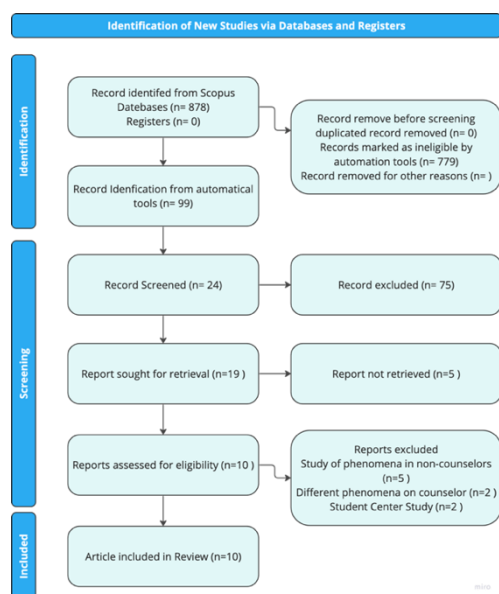


Figure 1.

The Flow of Systematic Literature Review

At the identification stage, 878 documents were obtained from searches using the previous phrase, papers obtained passed the identification stage using automation tools provided by Scopus, and 99 eligible papers were obtained, as many as 775 papers were categorized as excluded in the review, at the screening stage The selection process was carried out by reviewing papers one by one with identification in the abstract section, 24 papers were obtained in accordance with predetermined categories, 75 others were not in accordance with the scope of discussion,

Description of Scientific Sources of the results of the Review based on the Published Journal

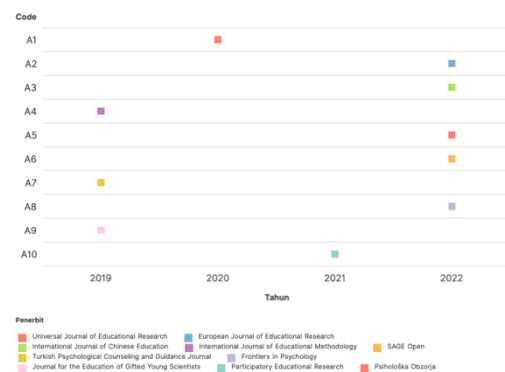


Figure 2.

Map of Article Distributin by Year and Publisher (using Scimago Graphica)

Articles included in the review category based on the systematic review conducted were taken from publishers that could be found and indexed in international journals, with the category of publication years from 2019 to 2022, 3 articles published in 2019, 1 article published in 2020, 1 article published in 2021, and 5 other articles published in 2022, the author checks journal credibility via Scimago Journal & Country Rank, there are 2 journals in the Scopus Q2 ca, and there are 3 journals in the Scopus Q3 ca. Transparency is

included from the sources that will be reviewed in this paper. According to the APA Publications and Communications Board Working Group on Journal Article Reporting Standards (2008), the transparency process is intended to promote transparency and generate solid scientific evidence. A reliable scientific source will be the factor that bolsters the credibility of pertinent scientific data.

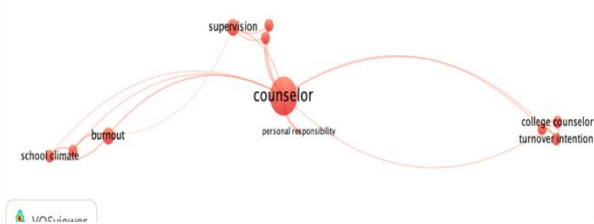


Figure 3.

Visualization of the discussion's interconnections phenomena to be studied from the standpoint of Herzberg's dual factor theory. This visualization explains how research on counselors is related to other types of research, such as those on the subjectivity of the counselor's career success, personal responsibility, burnout, the climate of the school or the interaction conditions of the institution where the counselor works, research on burnout, related to counselor job satisfaction, and how the climate of the counselor's work institution itself, including The urge to shift occupations as a counselor that occurs among college counselors is also impacted by subjective professional success.

This paper analyzes the phenomenon of counselor career happiness using Herzberg's dual factor theory, which posits that job satisfaction is influenced by two broad kinds of characteristics: motivator factors and maintenance factors (hygiene). Motivator factors in the field of guidance and counseling encompass variables such as accomplishment, acknowledgment, accountability, and prospects for growth.

Furthermore, maintenance elements encompass working circumstances, interpersonal dynamics with colleagues, employment stability, and oversight. These two aspects significantly impact the level of career satisfaction among counselors, particularly in the school setting.

The research findings indicate that counselors encounter obstacles arising from a range of issues experienced by clients, including difficulty in everyday life, mental diseases, and emotional problems.

Notably, motivating elements such as acknowledgment and achievement have a crucial role in enhancing counselor job satisfaction. Recognition from clients of counselor efficacy and social support from colleagues and supervisors can enhance counselors' intrinsic motivation, heighten their commitment to the profession, and mitigate the likelihood of burnout (J. Chen & Muktar, 2022; Wahyuni et al., 2019).

Nevertheless, the psychological well-being of counselors is also influenced by maintenance variables such as unfavorable working environment, overwhelming workload, and insufficient institutional support (Yang & Hayes, 2020). When their expectations do not correspond with the actual circumstances, counselors frequently experience frustration and fatigue, leading to a decrease in their job satisfaction (Ball-Mahomed et al., 2022). Thus, it is necessary to make endeavors to establish a conducive work atmosphere and implement efficient supervision programs, in order to enable counselors to perform their responsibilities at their best and adhere to professional benchmarks.

The high levels of role realization and personal responsibility found among trainee counselors as demonstrated Al-Frehat, Jarwan, Tashtoush, and Obaidat (2020) correspond to Herzberg's motivator factors, particularly in how the realization of one's role fosters a sense of achievement and responsibility. This aligns with the understanding that intrinsic factors contribute significantly to job satisfaction, as observed in the context of counselor career satisfaction. The study's findings on the positive relationship between role realization and personal responsibility underline the significance of intrinsic motivators in enhancing career satisfaction, which directly resonates with the tenets of Dual Factor Theory.

The findings from (Bali-Mahomed, Ku-Johari, Mahmud, Amat, & Saadon, 2022) showing a strong positive relationship between psychological well-being and factors such as self-compassion, emotional intelligence, and spiritual intelligence, align with Herzberg's motivator factors in Dual Factor Theory. These intrinsic elements foster personal growth and job satisfaction by enhancing counselors' ability to manage stress and emotional demands, contributing directly to their career satisfaction.

The 76.5% variance in psychological well-being explained by self-compassion, counseling self-efficacy, emotional and spiritual intelligence, underscores the importance of these intrinsic factors as motivators for counselor career satisfaction. According to Dual Factor Theory, such intrinsic motivators are key drivers in preventing burnout and promoting job satisfaction among school counselors

The findings from the study on Chinese college counselors' subjective career success and turnover intention align closely with Herzberg's hygiene factors in Dual Factor Theory. Career safety, stability, and external compensation are key extrinsic elements that, when insufficient, may lead to job dissatisfaction and increase turnover intention. Evaluating career success based on external compensation and stability underscores the importance of hygiene factors in mitigating dissatisfaction. This perspective aligns with the idea that while such factors do not directly foster job satisfaction, their absence can lead to significant discontent, as observed in high turnover rates among college counselors (J. Chen & Muktar, 2022).

A life-story study on Slovenian school counselor' professional development found that university education, employment preparation, work climate, colleague relationships, stress and burnout, and work motivation affect career development (Kokol & Javornik). The Dual Factor Theory classifies these variables as cleanliness and motivators. Work atmosphere and connections with coworkers, and hygiene issues, may not directly affect job happiness but can prevent

it. Work motivation and professional development, however, boost career satisfaction. Unmanaged stress and burnout, which school counselor regularly suffer, can also contribute to unhappiness.

Counselor find career satisfaction through intrinsic motivators such as protective factors and work motivation from professional development. These findings support the Dual Factor Theory, which emphasises a balance between intrinsic motivators that enhance job happiness and hygienic aspects that prevent counselor from dissatisfaction.

The study revealed that counselors frequently lack sufficient understanding of their responsibilities or encounter role uncertainty, therefore impacting their professional identity and job happiness. In this scenario, the crucial elements for enhancing job happiness are the provision of training opportunities and the attainment of recognition. Counselors who perceive themselves as respected and supported by the institution are more inclined to experience job satisfaction and have a stronger inclination to stay in the counseling profession (Heled & Davidovich, 2019).

Research by Şahin, Topkaya, and Gençoğlu (2022) and Şimşek, Ardiç, and Yıldırım (2019) sheds light on counselor' emotional well-being and work satisfaction. The first study indicated that Turkish school counselor had sadness, anxiety, and stress, which were linked to self-esteem, happiness, and stressful life events. In the Dual Factor Theory, intrinsic motivators like happiness and self-esteem reduce the negative effects of external factors like life pressures. Counselor with higher self-esteem and happiness are less likely to experience sadness, anxiety, and stress, which boosts professional satisfaction. Conversely, poorly handled hygiene stress can lower professional satisfaction and emotional well-being.

The study by Şimşek et al. (2019) found that psychodrama effectively reduced burnout among school counselor, particularly in terms of emotional tiredness. This psychodrama intervention addresses hygienic elements that create job unhappiness, such as emotional burden and excessive stress, and increases

motivators like emotional recovery and self-fulfillment. Psychodrama reduces burnout and balances external and intrinsic motivation, which boosts professional happiness. Both findings support the Dual Factor Theory, which claims that counselor career happiness depends on balancing environmental (hygiene) and interior (motivator) elements.

Counselor can attain optimal psychological well-being and professional satisfaction by managing hygiene issues like stress and burnout and improving motivators like happiness, self-esteem, and emotional recovery. Thus, these two studies confirm the comprehensive literature review's finding that counselor career happiness is strongly influenced by psychological and environmental factor management that balances them.

Research by Van Hoy and Rzeszutek (2022) and Wahyuni, Wiyono, Atmoko, and Hambali (2019) revealed factors affecting counselor burnout and psychological well-being. Van Hoy and Rzeszutek discovered that burnout and well-being were substantially connected with sociodemographic, intrapersonal, and work-related characteristics including professional support. These data corroborate the Dual Factor Theory, which posits that motivators like professional support increase job happiness, whereas hygiene issues like burnout reduce it if ignored. Wahyuni et al. (2019) found a substantial correlation between emotional intelligence and school atmosphere and burnout levels. Emotional intelligence motivates and reduces fatigue, while a healthy school climate promotes well-being.

In the Dual Factor Theory, motivators and hygiene factors must be balanced to affect counselor job happiness, as shown in these research. Well-being and professional support boost career happiness, but external burnout factors must be handled to maximise pleasure.

The study by Yıldırım and Şahin (2021) indicated that counselor' professional pride and job satisfaction were influenced by factors including their educational level and views on university education. These variables did not

correlate with gender or supervision acceptability. This study highlights the role of motivators like schooling and job titles in the Dual Factor Theory for counselor' occupational happiness. Job satisfaction was boosted by professional recognition and educational relevance. Although relevant, hygiene variables like gender and supervision did not affect counselor work satisfaction in this study. This study showed that external, internal, and personal factors affect counselor work satisfaction. The Dual Factor Theory highlights the importance of balancing motivators that boost happiness and sanitary factors that reduce discomfort. This study shows how education and position affect professional pride and total job happiness, demonstrating the necessity for a complete career satisfaction plan for counselor.

Factors such as emotional intelligence, professional recognition, and educational attainment significantly contribute to the enhancement of job happiness. Notably, research has demonstrated that emotional intelligence and professional assistance can effectively mitigate burnout and enhance psychological well-being (Wahyuni et al., 2019; Van Hoy & Rzeszutek, 2022). Furthermore, a favourable perception of education and work title enhances one's sense of professional pride and job happiness (Yıldırım-Kurtuluş & Yüksel-Şahin, 2021). Failure to adequately address factors such as burnout, stress, and work circumstances might impede enjoyment. Existing research indicates that burnout among counselor is frequently associated with external elements such as excessive workload and stress (Şahin et al., 2022; Şimşek et al., 2022).

These findings suggest that in order to enhance counselor job happiness, it is necessary to strike a balance between motivational factors and maintenance elements. Efficient management of institutional support, professional recognition, comprehensive supervision, and career development possibilities is essential. Educational institutions must recognize that internal factors, including self-compassion, self-efficacy, emotional intelligence, and

spiritual intelligence, significantly contribute to enhancing counselor motivation and commitment. This, in turn, leads to an improvement in the quality of guidance and counseling services offered to clients.

The present study offers valuable insights into the application of Herzberg's dual factor theory for comprehending and enhancing counselor career happiness inside educational institutions. It is crucial to maintain a balance between motivator and maintenance variables in order to establish a work environment that promotes the well-being and optimal performance of counselors.

What are Herzberg's Ideal Conditions in The Dual Factor Theory?

Dual Factor Theory, often known as Herzberg's Two Factor Theory, is a theoretical framework that analyses the determinants that drive personality and govern the initiation, regulation, and maintenance of behaviour (Toytok & Acar, 2021). In the counselling profession, this theory offers a conceptual structure for comprehending the factors that impact their levels of job satisfaction and discontent. While hygiene elements, such as organisational and management policies, supervision, relationships with superiors and coworkers, compensation, work environment, and physical aspects of the workplace, do not directly contribute to job satisfaction, they can nevertheless result in discontent if not sufficiently addressed. Motivational elements such as responsibility, acknowledgement, achievement, development possibilities, and demanding work contribute to the intrinsic pleasure of counselors, thereby promoting their sustained motivation in their profession (Küçük, 2007).

Motivational variables related to the intrinsic parts of the job are particularly significant in the field of guiding and counselling, as they offer profound satisfaction to counselors who perceive themselves as appreciated and empowered in their positions. For instance, acknowledgement of achievements in managing challenging situations, accountability for creating cutting-edge counselling programmes, or chances for

advanced training and professional growth can enhance the job satisfaction of counselors. The aforementioned elements contribute to a gratifying work environment and facilitate individual advancement and professional progress (F. Herzberg, Mausner, & Snyderman, 2017).

In contrast, hygienic factors, such as substandard working environments, unequal workloads, or absence of institutional support, although not immediately gratifying, can be significant causes of discontent. For instance, the absence of proper policies that promote the emotional and psychological well-being of counselors, or insufficient supervision, can impede their inherent drive and reduce their levels of job satisfaction. These findings align with Herzberg's perspective that hygienic aspects serve solely to prevent unhappiness, rather than enhance satisfaction (Pardee, 1990; Yusoff, Kian, & Idris, 2013).

Scholarly studies indicate that prioritising motivating elements, such as offering chances for career progression, demanding tasks, and acknowledgement for job performance, is crucial for enhancing counselor satisfaction and motivation (Alshmemri, Shahwan-Akl, & Maude, 2017; Chiat & Panatik, 2019; Nitasari & Lataruva, 2012). Within the field of guidance and counselling, the concept of ideal conditions, as proposed by Herzberg, emphasises the need for educational institutions to take a proactive approach to establishing a work environment that is suitable to the profession. This includes providing sufficient support and distinct career development prospects for counselors.

CONCLUSION

The rolling out of Industry 4.0 has resulted in rapid technological breakthroughs, which have had an effect on a considerable number of industries, including the educational sector. Because of the COVID-19 epidemic, this shift has been accelerated, and it has become necessary to make adjustments to educational paradigms, particularly with regard to the provision of guidance and counselling services. Through the utilisation of Herzberg's Two Factor Theory as the

analytical framework, the current study explores the phenomena of career dissatisfaction among teachers who specialise in guiding and counselling. Increasing the level of job satisfaction experienced by counselor can be accomplished by incorporating essential motivational aspects such as recognition, accomplishment, and opportunities for advancement. The presence of these factors contributes to an individual's inherent pleasure and fosters an increased devotion to their chosen profession. On the other hand, maintenance difficulties, which include unsatisfactory working conditions and inadequate institutional support, may lead to dissatisfaction, despite the fact that they do not have a direct influence on job satisfaction.

In addition, the study found that counselor have significant challenges in terms of the amount of work they have to do, the supervision they receive, and the aid they receive from institutions. As a result of suboptimal working conditions and a lack of adequate understanding of the role, counselor may experience a decrease in job satisfaction, which in turn may have an effect on their psychological well-being. As a result, it is of the utmost importance to provide a supportive environment at work by providing opportunities for professional development, adequate recognition, and effective supervision.

The implementation of Herzberg's Two Factor Theory makes it possible for educational institutions to improve the level of job satisfaction experienced by counselor as well as the quality of guidance and consultation services provided. The construction of a more suitable working environment, the promotion of the well-being of counselor, and eventually the enhancement of the effectiveness of guiding and counseling services will all be facilitated by the optimal equilibrium between aspects that are both stimulating and nurturing.

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